

國立臺灣師範大學 108 學年度碩士班招生考試試題

科目：英語教學

適用系所：英語學系

注意：1. 本試題共 1 頁，請依序在答案卷上作答，並標明題號，不必抄題。2. 答案必須寫在指定作答區內，否則依規定扣分。
3. 請用英文作答，否則不予計分。

1. When a teacher sees the confusion on students' faces, a common reaction to this is to provide students with immediate scaffold, corrective feedback, or explanation. All of these pedagogical practices aim to alleviate students' confusion. A recent empirical research published in *Learning and Instruction* established that "confusion can be beneficial to learning if appropriately induced, regulated, and resolved"—a finding that challenges a current view embraced by many language teachers. Please provide your thought on this issue (12 points) and offer your explanatory account for your stance. (13 points)
2. Please define input enhancement (12 points) and explain why it is important to enhance the salience of target L2 forms (whenever appropriate) for successful L2 acquisition. (13 points)
3. In terms of interaction hypothesis, there are three types of interaction computer technology can promote: (a) interaction between people, (b) interaction between person and computer, and (c) interaction within the person's mind. Please discuss how computer and multimedia can help foreign language learners acquire the target language in each of the three interactive environments from the perspectives of Second Language Acquisition. (24 points)
4. Language and culture are inseparable in language teaching and learning. Wintergerst and McVeigh (2011) categorized culture into (a) "big C visible," (b) "big C invisible," (c) "little C visible," and (d) "little C invisible." This classification provided an operational definition, through which foreign language teachers will have a clear understanding of how to introduce culture to their students. Please briefly explain the four aspects of culture. (12 points) Furthermore, describe how English teachers can address the "invisible" aspects of culture in their teaching practices. (14 points)